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AUTHOR	Sigmon, Robert L.; Mayer, Nancy
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ABSTRACT

The Student Internship Advisory Council (SIAC), through the staff of North Carolina Internship Office, developed and mailed out questionnaires to summer 1973 State Government interns and their supervisors in order to gather information that might provide some clues to the perceptions of supervisors and interns. Sixty-nine percent of the supervisors and 38 percent of the interns returned completed questionnaires. Results indicated: (1) Both intern supervisors and interns overwhelmingly believe that the interns served well the people of North Carolina. (2) Both intern supervisors and interns have a high degree of satisfaction with the experience. (3) Interns show higher interest in The State Government as a potential employer after the internships than they did before. (4) Supervisors and interns rank the most important result of the internships differently, with supervisors ranking additional manpower most important and interns ranking their educational experience most important. (5) Supervisors gained a healthier respect for the contributions students can make through internships and wished for more time to spend with their interns. (6) Supervisors seek better program planning, more involvement in the whole process and better overall communication. (7) Supervisors want to develop projects that can address a state need and then work cooperatively with colleges and students in defining program structure. Additional results are indicated. Related documents are HE 004 967 and HE 004 969. (Author/MJM)

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PRELIMINARY REPORT ON QUESTIONNAIRE DATA FROM SUMMER 1973 INTERN AND SUPERVISOR PARTICIPANTS IN NORTH CAROLINA STATE GOVERNMENT INTERNSHIP PROGRAMS

November 30, 1973

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BY
Robert L. Sigmon and
Nancy Mayer
North Carolina Internship Office Staff

FOR THE
STUDENT INTERNSHIP ADVISORY COUNCIL

HE 004 966

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TABLE OF CONTENTS

FOREWORD

HIGHLIGHTS OF DATA.....1

INTRODUCTION.....3

RESPONSES TO GENERAL QUESTIONS
ABOUT SUMMER EXPERIENCES.....5

MOST IMPORTANT DIMENSION OF
INTERNSHIP EXPERIENCE.....7

ROLE OF SUPERVISOR.....8

THE MONDAY SEMINARS FOR INTERNS.....9

USEFULNESS OF SUMMER LISTING
OF INTERNS.....11

FUTURE PROJECT SUGGESTIONS
BY INTERNS.....11

SUPERVISOR COMMENTS.....13

FUTURE PROGRAM DEVELOPMENT
ATTITUDES OF SUPERVISORS.....15

CONCLUDING POSTSCRIPT.....17

INTERN QUESTIONNAIRE.....18

SUPERVISOR QUESTIONNIARE.....20

LIST OF TABLES

I. Summer '73 Intern Profile.....4
II. Respondents By Agency.....4
III. Most Important Dimensions.....7
IV. Supervisor Role Observations.....8
V. Monday Seminar Results.....10

FOREWORD

On April 10, 1973 Governor Jim Holshouser announced as a matter of policy that "the Governor and the Department of Administration encourage the fullest use of students to achieve an increased productivity of State Government departments and to provide distinctive public service-learning opportunities for young citizens of North Carolina."

To implement this policy, the Department of Administration created a Student Internship Advisory Council (SIAC), consisting of representatives from each of the 17 departments of State Government, the PACE Director and the Director of the Institute of Government Internship Program.

During the summer of 1973, the SIAC provided support and coordinating services through the staff of the North Carolina Internship Office. The information presented in this report highlights the benefits to the State of student involvement and benefits to the youth. The SIAC is committed to developing policies and procedures to further implement Governor Holshouser's policy intent to supplement and increase the service-learning opportunities currently available in State Government for our young people. Governor Holshouser has said, "Our goal is to provide additional opportunities so that more young people will have a chance to serve and learn in State Government."

Thomas W. Earnhardt, Chairman
Student Internship Advisory Council

HIGHLIGHTS OF DATA

A 69% return from intern supervisors and a 38% return from summer '73 interns indicates from both groups a high interest in quality student involvement opportunities in North Carolina State Government.

Both intern supervisors (97%) and interns (87%) overwhelmingly believe that the interns served well the people of North Carolina.

Both intern supervisors and interns have a high degree of satisfaction with the experience.

Interns (61%) show higher interest in State Government as a potential employer after the internships than they did before.

Supervisors and interns rank the most important result of the internships differently, with supervisors ranking additional manpower most important and interns ranking their educational experience most important. This fact offers a clue that both feel their needs are being served well by the programs.

Supervisors (82%) gained a healthier respect for the contributions students can make through internships and 78% wished for more time to spend with their interns.

Supervisors seek better program planning, more involvement in the whole process and better overall communication.

Supervisors (75%) want to develop projects that can address a state need and then work cooperatively with colleges and students in defining program structures that serve both the needs of the state and the students.

Two out of three supervisors and interns responding agree that the financial renumeration is adequate and that a second internship would be even more beneficial to the state and the student.

The Summer '73 Intern Listing was helpful to 62% of the interns.

The seminars were attended by half of the students in the Raleigh area and were helpful to the majority who did attend.

Interns suggested many new projects for future interns, but were generally unspecific in most cases in their suggestions for future internship projects.

HIGHLIGHTS OF DATA (cont'd.)

Sixty percent of the interns served in Raleigh and 40% in state agencies outside Raleigh. Many other students were involved through PACE, field experience programs and summer jobs. State Government has no means for accurately knowing the nature and scope of youth involvement in public need meeting. These data illustrate the contributions to the state and to youth.

INTRODUCTION

How do supervisors of interns perceive the work and learning of State Government interns and the programs through which interns serve?

How do student interns perceive the work and learning they do while serving as State Government interns?

The STUDENT INTERNSHIP ADVISORY COUNCIL (SIAC), through the staff of the North Carolina Internship Office, developed and mailed out questionnaires (see pp 18-21) to summer 1973 State Government interns and their supervisors in order to gather information that might provide some clues to the perceptions of supervisors and interns.

Sixty-nine percent (69%) of the supervisors (110 of 160) and 38% of the interns (99 of 260) returned completed questionnaires.

The questionnaires were mailed to interns listed in the 1973 Listing of Summer Interns, plus 60 interns who served with the Office of Youth Development who were not listed. Only supervisors of the interns listed in the Summer 1973 Listing received supervisor questionnaires.

A more complete analysis is being undertaken and will be available later. Participating agencies will be provided comparative data on the results if they so desire it. Table I on the following page identifies the intern constituency reported on in this document. Table II shows the number of respondents from each participating State Government agency.

TABLE I

SUMMER 73 INTERN PROFILE

Male	50%	Female	50%
Black	20%	White	80%
Graduate	40%	Undergraduate	60%

REPRESENT 71 hometowns in North Carolina
26 colleges and universities
51 academic disciplines

TABLE II

PROFILE OF INTERN AND SUPERVISOR RESPONSES

Agency	# of Interns	Intern Resp.	% Resp.	Interns In Ral.	Interns Out Ral.	# Sup.	Sup. Resp.	% Resp.
ADM	25	9	36%	24	1	21	15	71%
AGRI	14	5	36%	12	2	12	9	75%
CUL	10	5	50%	6	4	7	6	86%
COM	5	2	40%	5	0	4	1	25%
HUM RES	43	15	31%	43	0	34	20	59%
JUS	8	1	13%	8	0	7	5	71%
LABOR	1	0	0%	1	0	1	1	100%
NER	25	16	44%	20	5	20	15	75%
SDPI	12	5	42%	12	0	9	8	89%
REV	2	1	50%	2	0	2	2	100%
SRC	106	31						
Cor.	(44	24)	56%	14	30	34	19	56%
Y. Dev.	(62	7)	11%	0	62	*	*	*
DOT	4	4	100%	4	0	2	1	50%
GOV	3	0	0%	3	0	3	2	67%
LT GOV	1	1	100%	1	0	1	1	100%
SUP COURT	1	0	0%	1	0	1	1	100%
FISCAL RES.	1	1	100%	1	0	1	1	100%
NCSU	1	1	100%	1	0	1	1	100%
AGENCY UNKNOWN		2					2	
TOTALS	260	99	38%	158	102	160	110	69%

* Were not sent questionnaire.

GENERAL QUESTIONS ABOUT THE SUMMER EXPERIENCES

Section I of the supervisor and intern questionnaires sought information about how both parties viewed the interns' accomplishments and the programs themselves. The responses are as follows:

Did the intern serve well the people of North Carolina during his/her internship assignment?

97% of the supervisors agreed with this statement.
87% of the interns agreed with this statement.

Did the intern accomplish what he/she set out to do during the summer?

89% of the supervisors agreed.
88% of the interns agreed.

Does the intern better understand the means the state is taking to address public needs as a result of the internship?

94% of the supervisors agreed.
82% of the interns agreed.

Supervisors were asked if the intern would make a good state employee in the future and interns were asked if North Carolina state government interests them as a potential employer more now than when they began their internship.

94% of the supervisors agreed.
61% of the interns agreed.

Was the intern adequately compensated for his/her work and learning?

81% of the supervisors agreed.
65% of the interns agreed.

Would the intern benefit from another internship in the agency, the supervisors were asked, and from another experience in state government, the interns were asked.

73% of the supervisors agreed.
67% of the interns agreed.

GENERAL QUESTIONS ABOUT THE SUMMER EXPERIENCES (cont'd.)

Was the supervisor responsive to suggestions the intern made to them and was the agency responsive to suggestions for changes the intern made?

94% of the supervisors agreed they were responsive to suggestions from the intern.
64% of the interns agreed the agency was responsive to suggestions for change.

85% of the supervisors feel they're better prepared to supervise interns in the future as a result of their involvement.

72% of the interns feel they're more self-reliant, independent doers and learners as a result of their summer experiences in state government.

MOST IMPORTANT DIMENSION OF THE INTERNSHIP

Supervisors and interns rank ordered the statements in the following table by placing a #1 by the item that best characterized the most important dimension of the intern's experience, a #2 by the next most characteristic item, etc. (For example, 55 of the 110 responding supervisors ranked statement "a" as the most important dimension of their intern's summer experience, 28 ranked statement "b" as the most important, etc.)

TABLE III

	SUPERVISOR'S RANKING					STATEMENTS	INTERN'S RANKING					
	#1	#2	#3	#4	#5		#1	#2	#3	#4	#5	
a	55	17	17	6	3	a. Provided additional manpower to carry out agency objectives.	24	33	18	10	9	a
b	28	38	20	7	2	b. Had a personally satisfying experiential learning experience.	55	18	9	7	3	b
c	9	26	20	26	22	c. Provided new and fresh ideas to the host agency.	6	20	20	27	17	c
d	4	6	20	23	45	d. Became interested in a job with State Government.	10	12	17	19	33	d
e	6	15	22	33	21	e. Was a good public relations witness for agency.	4	15	22	25	24	e

Supervisors and interns have different perceptions of the most important dimension of an internship experience. 55 supervisors (53%) see manpower provided as the most important and a satisfying experiential learning opportunity second (27.4%). 55 interns (55.6%) see the personally satisfying experiential learning oppor-

tunity as most important and providing manpower second (23.3%). On the other three statements, supervisors and interns agree. The career interest factor (statement d) was ranked last in this scale by both supervisors and interns. However, 61% of the interns agreed that they had become more interested in State Government employment. (See section I D on the Intern Questionnaire.)

ROLE OF THE SUPERVISOR

Supervisors responded to six statements designed to gather data on their perception of the supervisor role and the structure of the internship program within which they operated. The questions and responses are indicated below.

TABLE IV

GENERAL OBSERVATIONS ABOUT THE INTERNSHIP PROGRAMS AND ROLE AS SUPERVISOR	Very Much Agree	Agree	Agree Somewhat	Do Not Agree
A. The intern I supervised was a part of a visible, cohesive intern program design.	21	47	28	9
B. The intern had only me as a source for contact and feedback.	2	7	13	83
C. In my role as supervisor I had adequate time to prepare for the intern before he appeared.	16	38	31	21
D. The most important thing I did as a supervisor was define the task(s) for the intern.	7	39	29	31
E. I wish there had been more time to spend with the intern during the summer.	38	45	18	5
F. I gained a healthier respect for the contributions interns can make to state government this summer.	34	50	17	1

Supervisors obviously feel they could do a better job if they had more time to prepare and more time to spend with an intern. The respect supervisors have for the contributions interns can make following the summer experience indicates the willingness of agency staff members to work with student interns. Supervisors were not possessive, with 95% indicating the intern had other employees as a source of contact and feedback.

Given the lack of consistent support for student involvement (regular budgets, standards), the interest in student service-learning expressed by supervisors in this data is significant. For there are no rewards or incentives for state employees to supervise interns other than getting a good job done for the state.

WHAT ABOUT THE MONDAY STATE GOVERNMENT SEMINARS?

The SIAC asked students about their interest in seminars in early June. Based on student responses, six programs were arranged on successive Mondays. The data on the following page indicates that most of the students did not attend these seminars. Of the six sessions, the Reception (in the rain) on the lawn with the Governor, Council of State and Secretaries was noted as least helpful to the interns. The average attendance was 80 interns at each seminar.

TABLE V

SEMINARS	I Did Not A Attend	I Did Attend	The Session Was Helpful To Me	The Session Was Some-what Helpful To Me	The Session Was Not Helpful To Me
July 2 - SIAC Back-ground, Earnhardt & Sigmon	56	31	14	13	4
July 9 - Governor's Reception with 12 Council of State Members	47	47	8	19	18
July 16 - Human Re-sources Secretary Flaherty	52	40	28	9	3
July 23 - Lt. Governor James Hunt	56	35	22	8	5
July 30 - Attorney General Robert Morgan	53	39	31	6	2
August 6 - Natural & Economic Resources Sec. Harrington	60	31	14	10	7

Communication through SIAC representatives was utilized to spread the word about these seminars. Forty percent (40%) of the interns surveyed were serving in state agencies outside the Raleigh area. The IOG*interns had their own seminar program. CWSP** (PACE) students had to take lunch time for attending, because federal regulations disallow attendance at seminars for pay.

* - Institute of Government
** - College Work-Study Program

USEFULNESS OF SUMMER LISTING OF INTERNS

The SIAC, through the staff of the North Carolina Internship Office, published a Listing of "Student Interns, North Carolina State Government Summer, 1973." Interns were listed by department, with project titles, supervisors and home institution offered.

Eighty-two (82) of the interns responding to the questionnaire received a copy and sixty-two (62) percent said that it was helpful. Some comments as to how it was helpful were:

> "As a source material to pass on to a person interested in the types of intern opportunities available."
>
> "Good to know who other people were, and generally what they were doing."
>
> "Able to contact other interns in various departments."
>
> "General info/statistical summaries very interesting."
>
> "To contact individuals in areas where I needed information."

FUTURE PROJECT SUGGESTIONS BY INTERNS

Interns were asked to indicate projects through which college students can assist the state during the 1973-74 academic year. The following examples have been selected to indicate the range of topics students themselves suggest.

> "I.Q. Testing for Minority Groups and analysis of educational facilities at mentally retarded homes and mental health facilities."

"Volunteer Services at State Hospitals."

"I believe interns should be able to submit ideas for potential research projects in the state and then complete them during the summer, especially as concerns the Division of Community Services."

"One or more projects oriented towards inventoring land use in the coastal plain and environmentally fragile areas..."

"Continuous inventory system development of recreation facilities operated by the State of North Carolina."

"Research into outdoor and indoor facilities for handicapped people."

"Writing a brochure which would state the availability of services from State Government in the area of therapeutic recreation."

"Students could fill positions as counselors at Women's Prison and they also could assist the hopelessly overworked psychologist there."

"Assist with setting up recreational programs in underprivileged areas."

"Because of the many individual study programs available to students in college, a brochure each semester on particular projects the state would find useful would be very helpful to the colleges. Often students don't know what to "do" for a project and might possibly enjoy a certain study if they had only thought about it. Plus, the state would have the results inexpensively. I feel a tremendous source of manpower and information is going untapped."

"Follow up Greer Dobbin's and Martha Stevens' project in the Department of Human Resources."

"Start an intern program for potential first year law students. Place interns with state lawyers so that they will have an idea of professional objectives. Place students with state highway patrol offices as well. Include more minority students on overall basis..."

"Additional work on animal waste disposal could be helpful, possibly."

"Hire college students during college breaks and holidays."

SUPERVISOR COMMENTS

Supervisors were asked to make comments with respect to expanding and improving internship opportunities in State Government. Selected quotes have been listed below as representative of the comments that were made.

"If expansion is an objective, I believe it can best be attained by improving the quality of the program...I would suggest more careful evaluation of the placement opportunities to insure that they meet the objectives of the interns and the program (or institution). In many cases this means a hard-nosed evaluation of the prospective supervisors to make certain they have something to give the interns and the time and willingness to give it."

"A year-round program would be helpful so that interns could be made available to assist at times of agencies' peak needs...An 'intern pool' might be helpful in this regard. Even so, the present program is good and merits continued support."

"...I would like to see a program developed whereby their (interns) use could be expanded to longer periods -- possibly through the use of an alternating scheme between several interns throughout the year."

"I believe an intern program should be a part of every curriculum taught. The real job experience leads to a happier satisfied employee and a happy employer."

"Perhaps more information should be given to supervisors and proper scheduling will allow students to attend seminars. Also, supervisors should have some advanced training."

"Earlier recruitment of candidates might result in better candidates in general, as most students finalize their summer plans by mid-spring."

"I would very much like our summer intern to return for consecutive summers. Their contribution and personal gain would be much greater."

"Too many forms to fill out for weeks after will turn off supervisors to the program."

"...Our intern was an excellent man making a real contribution. He expressed a real desire to become a member of the staff upon completion of law school next year."

"...The State should consider having free room and board situations in Raleigh and other state government sites so that students from all over North Carolina can have an opportunity to work in state government."

"Create opportunities for positions such as these on a 12-month basis."

"Pay the interns <u>on time</u>. Mine almost starved to death this summer."

"Consider a weekend retreat for interns and supervisors during the spring of the year preceeding the summer internships."

"I had two interns for the 1973 summer. One was very happy with her placement while the other wasn't. She preferred to be in another part of the building. Therefore, one did an excellent job and tried to find new ideas. The other one wasn't especially interested in her area. Although she did a good job, she didn't go out of her way."

"I would suggest planning sessions for both interns and supervisors prior to the time that interns are placed with supervisors."

"I believe state officials, and self included, must examine some of our policies, procedures and recruitment methods to facilitate transition of interns from campus to state government if that is their desire."

"Supervisors meet with/interview all potential interns as they begin their stages in deciding the agency they choose/request. This means the person who will actually supervise the intern, not just the agency 'head'."

"I fully believe that the intern program is very valuable, particularly for the intern; however, since they are with us only for a relatively short time, often by the time they can work on an independent basis, they leave. Pre-planning is essential to provide for the most efficient use of each intern's assignment."

FUTURE PROGRAM DEVELOPMENT ATTITUDES OF SUPERVISORS

The SIAC sought to discover agency intern supervisors' attitudes about program origination.

Only two percent prefer for the colleges to designate their purposes for student work in their agency with the agency responding to the college's plans.

Twenty-three percent prefer for the agency to identify their own needs for student involvement and then invite students to participate on the agency's terms alone.

Seventy-five percent prefer an arrangement whereby the agency identifies its needs for student manpower and then cooperatively with the educational institutions of the state develop a program that meets both the needs of the state and the learning needs of the student.

The implications for college based programs to be more sensitive to public agency needs and desire to cooperate stand out in this data. The desire of state agency intern supervisors to

cooperate, once a need has been defined, implies that many of the internship program designs could be much more attentive to fostering relationships with the colleges and universities in the state.

CONCLUDING POSTSCRIPT

North Carolina State Government has made a beginning in providing quality and satisfying internship opportunities for college students during the summer months. How public agencies evolve policies and programs that provide work and learning opportunities for young people is an important public policy issue in the decade of the 70's. And how high schools, community colleges and other higher education institutions respond to the need for expanding educational environments in off-campus settings is an equally important public policy issue.

The STUDENT INTERNSHIP ADVISORY COUNCIL, created by Governor Holshouser in the spring of 1973, is an appropriate forum for bringing these policy issues into focus and developing programmatic cohesion among the variety of youth involvement programs now existing in and among state departments. Even though North Carolina State Government has a promising base upon which to deal with these issues, the assumption that programs are well grounded in policy and well funded is very much unwarranted.

The SIAC has an opportunity to move agressively in planning and coordinating year-round student involvement activities within State Government related departments, both in Raleigh and throughout State Government functions around the state. The data in this report affirm the worth of student involvement and the appropriateness of the service-learning internship model advocated by the North Carolina Internship Office. (R.L. Sigmon)

STUDENT INTERNSHIP ADVISORY COUNCIL
RESEARCH PROJECT NUMBER ONE -- INTERN INFORMATION

The Student Internship Advisory Council seeks your assistance with gathering some information related to your internship or college work/study position this summer in state government.

You are requested to use the enclosed envelope and return your responses to Mr. Tom Earnhardt, Chairman, Student Internship Advisory Council, Fifth Floor, Administration Building, 116 West Jones Street, Raleigh, North Carolina, 27603.

I. GENERAL QUESTIONS ABOUT YOUR SUMMER EXPERIENCE	Very Much Agree	Agree	Agree Somewhat	Do Not Agree
A. I served well the people of North Carolina during my assignment this summer.				
B. I accomplished what I set out to do this summer.				
C. As a result of my experience this summer, I better understand the means the state is taking to address public needs.				
D. I am a more self-reliant, independent doer and learner as a result of my summer experiences in state government.				
E. I was adequately compensated for my work and learning this summer.				
F. N. C. State Government interests me as a potential employer more now than when I began my summer involvement.				
G. My sponsoring agency was responsive to suggestions I made for changes this summer.				
H. I would benefit a great deal more if I could have another internship experience in N. C. State Government.				

II. Please rank order the following statements, placing a 1 by the item that best characterizes your own impression of your experience, a 2 by the next best item, etc.

_____I provided additional manpower to carry out agency objectives.
_____I had a personally satisfying experiential learning opportunity.
_____I provided new and fresh ideas to my agency.
_____I became and continue to be very interested in a job with state government in the near future.
_____I was a good public relations witness for my sponsoring agency this summer.

III. WHAT ABOUT THE MONDAY STATE GOVERNMENT SEMINARS?

The SIAC is interested in your comments about the series of six Monday seminars. Would you check the boxes below that express your opinions?

	I Did Not Attend	The Session Was Helpful To Me	The Session Was Somewhat Helpful To Me	The Session Was Not Helpful To Me
July 2 - SIAC background, Earnhardt and Sigmon				
July 9 - Governor's Reception with 12 Council of State members				
July 16- Human Resources Secretary Flaherty				
July 23- Lt. Governor James Hunt				
July 30- Attorney General Robert Morgan				
August 6 - Natural & Economic Resources Secretary Harrington				

IV. WHAT ABOUT THE LISTING OF ALL INTERNS AND WORK/STUDY STUDENTS MADE AVAILABLE TO STUDENTS THIS SUMMER?

Did you receive a copy of the listing? YES____ NO____
Was it helpful to you? YES____ NO____
Indicate how it was of use to you. _____

_____

V. WHAT ABOUT FUTURE STUDENT INVOLVEMENT ACTIVITIES IN STATE GOVERNMENT?

Many of you indicated an interest in helping develop more opportunities for student involvement in state government in the future. Would you please indicate in the space below projects you believe college students can assist the state with during the 1973-74 academic year (September 73-May 74). (Use additional pages, if necessary.)

PROJECT I.

PROJECT II.

PROJECT III.

STUDENT INTERNSHIP ADVISORY COUNCIL
RESEARCH PROJECT NUMBER TWO -- SUPERVISOR INFORMATION

The Student Internship Advisory Council seeks your assistance with gathering some information related to your role as an internship or college work/study supervisor this summer. Note: ("Intern" refers to college students who served and learned through internships, college work/study (PACE) assignments or other student involvements.)

You are requested to use the enclosed envelope and return your responses to Mr. Tom Earnhardt, Chairman, Student Internship Advisory Council, Fifth Floor, Administration Building, 116 West Jones Street, Raleigh, North Carolina, 27603.

I. GENERAL QUESTIONS ABOUT THE INTERNSHIPS	Very Much Agree	Agree	Agree Somewhat	Do Not Agree
A. My intern(s) served well the people of North Carolina during this internship assignment.				
B. I believe the intern(s) accomplished what he set out to do this summer.				
C. As a result of his experience as an intern, I believe he has a better understanding of the means the state is taking to address public needs.				
D. I am better prepared to supervise interns in the future as a result of my involvement this summer.				
E. I believe my intern(s) was adequately compensated financially.				
F. I think my intern would be a good state employee in the future.				
G. I was responsive to suggestions the intern made to me this summer.				
H. I think it would be a good idea if my intern(s) could have another internship in our agency.				

II. Please rank order the following statements, placing a one by the item that best characterizes the most important dimension of your intern's experience this summer, a 2 by the next most important dimension, etc.

_____The intern provided additional manpower for carrying out agency objectives.
_____The intern had a personally satisfying experiential learning opportunity.
_____The intern provided new and fresh ideas to my agency.
_____The intern became very interested in a job with state government.
_____The intern was a good public relations witness for my agency this summer.

III. GENERAL OBSERVATIONS ABOUT THE INTERNSHIP PROGRAMS AND ROLE AS SUPERVISOR	Very Much Agree	Agree	Agree Somewhat	Do Not Agree
A. The intern I supervised was a part of a visible, cohesive intern program design.				
B. The intern had only me as a source for contact and feedback.				
C. In my role as supervisor I had adequate time to prepare for the intern before he appeared.				
D. The most important thing I did as a supervisor was define the task(s) for the intern.				
E. I wish there had been more time to spend with the intern during the summer.				
F. I gained a healthier respect for the contributions interns can make to state government this summer.				

IV. CHECK THE ITEM THAT BEST EXPRESSES YOUR POINT OF VIEW.

_____I would prefer for the colleges to designate their purposes for student work in my agency, and then our agency can respond to their situation.

_____I would prefer for our agency to identify the needs we have for students, then define a student involvement program, and invite students to participate on our terms.

_____I would prefer an arrangement whereby the agency identified its needs for student manpower and then cooperatively with the educational institutions of the state develop a program that meets both the needs of the state and the learning needs of the student.

V. General comments with respect to expanding and improving internship opportunities in state government.